

Grade

5

LEVEL:
INTERMEDIATE

JUMP ROPE SKILL

OBJECTIVE:

To increase cardiovascular ability.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Jump ropes for each student and teacher, stereo, motivational music.

INFORMATION:

It is easy to have both feet or hands doing the same thing. Just “plain old” jumping rope can get boring so students need a variety of activities involving jumping rope. The jumps can be practiced with or without a jump rope. The following jump roping skills will help students to manipulate their bodies more effectively.

NUMBER OF STUDENTS:

Entire class.

SKILLS NEEDED:

Jumping, bouncing, running, rhythm.

INSTRUCTIONAL STRATEGIES:

1. Have each student pick up a jump rope.
2. Form a circle (so they can all see the teacher).
3. Teacher explains and demonstrates each jump roping skill and then allows students to practice. Teacher will make corrections to the class or individuals.

Single Hops

- a. Both feet
- b. Right foot only, left foot only
- c. Rock step (one foot in front of the other, alternating weight between front and back foot)
- d. Jumping jack (foot movement) out and together
- e. Alternate crossing legs in front and behind (similar to d)
- f. Mountain climbers
- g. Alternating steps (one jump on right leg, one jump on left leg)
- h. Hop on right foot, left foot heel-toe touch (heel front and toe behind)
- i. Hop on left foot, heel-toe touch
- j. Hop on right foot, heel-toe cross touch (cross left foot, knee bent in front of right foot, touch ground with foot)
- k. Hop on left foot (see j)
- l. Alternate right foot hop with touches (of left foot) to left foot hop with touches (of right foot)
- m. Arm cross-over (cross arms across chest while jumping)
- n. Running (while doing m)
- o. Doubles (two swings of the rope and one hop)

Grade

5

LEVEL:
INTERMEDIATE

BALANCE- COORDINATION-AGILITY FLOOR EXERCISES

OBJECTIVE:

To promote balance, coordination and agility.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

4-foot x 32-foot strip of mats.

INFORMATION:

Balance is the ability to maintain body position in a stationary (static) position while performing dynamic movement. Balance is a complex part of skill fitness and is influenced by vision, the inner ear, the cerebellum, the nerve endings in muscles, joints and tendons, and skeletal muscles. Coordination is the ability to perform specific movement skills. A child who possesses good coordination can demonstrate a high degree of efficiency in hand-eye coordination activities. Agility is the ability to change direction of the body quickly while moving from one point to another. This ability may be enhanced in children through participation in tag and relay games, gymnastics, soccer, basketball, dance and a variety of other games.

CLASS ARRANGEMENT:

Two parallel lines of students on the mats (the two lines of students should be facing each other).

SKILLS NEEDED:

Handstand, front roll.

INSTRUCTIONAL STRATEGIES:

Cartwheel Progression:

1. Switch Kick Handstand Progression: From a forward stride lunge position with the hands on the mat directly under the shoulders, the arms straight, the fingers spread and pointing forward, and the head up, execute the switch kick action by kicking up the rear leg and then the forward leg. Change the leg position in the air so that the rear leg steps down first and contacts the mat in the forward stride position. The forward leg now takes up the rear position. Repeat the kicks several times. Be sure to push downward with the shoulders. (This progression gives the students the kinesthetic awareness of the shoulder extension needed for the cartwheel, as well as the feeling of supporting the body weight entirely on the arms. The kicks do not have to be very high. As the students are reminded to push downward with the shoulders, the kicking action will raise the legs higher and higher so that the inverted position is experienced.)
2. Practice the handstand position to remove the arch from the back. Pay attention to the feeling of the straight handstand position. The muscles of the stomach must be tight and the toes must reach upward to the ceiling to accomplish the straight body handstand.
3. If students have experienced the cartwheeling action, the progression may not be necessary. It is most helpful to know the feeling of doing a cartwheel on both the dominant and non-dominant sides. (The progression impresses upon the student the necessary arm push and gives the experience of cartwheeling at a safe level.) From a forward stride lunge position with the right leg forward, pike the upper body downward and place the right hand just ahead of the right foot. Reach farther forward with the left hand and place it on the mat in line with the legs and the right hand. Push with the arms and shoulders as the rear left leg kicks around to land next to the left hand. The right leg jumps upward following the left leg. Lead back to the starting position by pushing with the arms and shoulders and kicking and jumping back and forth. Attempt to press down with the shoulders as you kick higher into the air. Soon the legs will pass through a completely vertical plane (there is no back arch). Pressing with the arms as the progression is repeated back and forth builds up momentum; the arms are eventually lifted from the mat.
4. Cartwheels are often taught using a circle on a gym floor. The gymnast does cartwheels placing feet and hands on the lines of a small circle. As the skill improves, the circle gets bigger, making the line more like a straight line.

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LEVEL:
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SPEED-POWER- AGILITY-COORDINATION

OBJECTIVE:

To develop speed and power by learning the techniques of high jump and applying these techniques to developmental activities.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

High jump standards, landing pit, cross bar.

(Note: An inexpensive jumping pit can be constructed by using automobile tire inner tubes. Place inflated tubes on the ground and tie them together. Place a tumbling mat on top of the tubes. This provides a safe and comfortable landing surface that can be used both indoors and outdoors.)

INFORMATION:

Performance-related or skill-related fitness is an aspect of physical fitness related to the quality of movement skill. The performance-related components are generally considered to be balance, coordination, agility, speed, and power. The high jump is an event where an individual turns horizontal momentum into vertical lift in an attempt to clear as great a height as possible.

CLASS ARRANGEMENT:

Divide the class into two groups, working two jumping areas simultaneously if possible. If equipment for two high jump pits is not available, work in one group.

SKILLS NEEDED:

Running and jumping (one leg take-off).

INSTRUCTIONAL STRATEGIES:

The first and simplest method of high jumping employs the scissors technique.

(*Note:* Before instruction begins, have the students experiment jumping over a low bar to decide which foot is preferable to use for take-offs. If the jumper wishes to take off using the left foot, the approach to the bar will be from the right side, as the outside foot is used for pushing off.)

Approach using the scissors technique:

The object when scissoring is to lift the inside leg while pushing off with the outside take-off foot. The jumper will pass over the bar in a sitting position and the lead leg will drop into the pit while the trailing leg is lifted up and over the bar.

Grade

5

LEVEL:
INTERMEDIATE

CLIMBING ROPE

OBJECTIVES:

To understand the effect of endurance exercise on blood pressure and cholesterol; to increase muscular endurance.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Climbing ropes (five recommended), landing or vaulting mats located underneath each rope.

INFORMATION:

High blood pressure is a primary risk factor for heart attacks and strokes. Weight training and cardiovascular (aerobic) training reduce resting blood pressure. Weight training also seems to have a beneficial effect on serum cholesterol. A high level of cholesterol in the blood is a primary risk factor for heart attack and stroke. Yet, cholesterol can be both good and bad.

Cholesterol is bad if the total blood level is too high and a cholesterol subfraction—High-Density Lipoprotein (HDL)—is too low. A certain amount of cholesterol is necessary for several important body functions: the construction of cell membranes, synthesis of vitamin D, development of male and female sex hormones, and the formulation of bile to emulsify fat (a process in which fat globules break down to smaller droplets).

Some cholesterol in the blood is good and is needed. It is good if the HDL component represents a significant portion of total cholesterol (indicated by a ratio of total cholesterol to HDL of less than 3.4). Several studies have indicated that weight training with moderate resistance tends to increase the HDL fraction. In general, the higher the HDL, the better.

CLASS ARRANGEMENT:

Students should work in groups; the number of groups is dependent on the number of climbing ropes.

INSTRUCTIONAL STRATEGIES:

1. Provide students with the following safety rules:
 - a. do not attempt an activity beyond your ability level
 - b. only students with developed upper body strength and endurance can climb to the top of the rope
 - c. do not slide down the rope, use hand-under-hand grip to move down the rope
2. Teach the following muscular endurance progressions:

Head Touch: From a sitting position, grasp the rope in both hands and lie back until the head touches the mat.

Back Lift: From a sitting position, grip the rope and extend at the hips and arch back so that the body is straight and only the heels touch the mat.

Heel Pivot: From the back-lift position just described, pivot in a circle around the heels.

Straight Pull: From a sitting position, grasp the rope and pull to a stand, keeping the legs straight.

Nose Touch: From a standing position, grasp the rope overhead with both hands, jump up and touch the nose to the hands, and return.

Nose-to-Rope Touch: From a standing position, grasp the rope with the arms straight overhead, jump up and touch the nose to the rope above the hands, and return.

Jump and Grasp: From a standing position, grasp the rope overhead, jump up to a mounting support, and wrap the legs around the rope. Hold for three counts and return.

Jump and Hold: Jump to a hands-and-legs support and hold for up to ten seconds.

Swing and Hold: Run forward, pull up on to the rope, and hold. Swing forward and drop off at the end of the back swing.

Grade

5

LEVEL:
INTERMEDIATE

CROSS-COUNTRY SKIING

OBJECTIVE:

To learn a lifelong activity.

LIFE SKILLS:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Outdoor, snow-covered field and hills.

EQUIPMENT/MATERIALS:

Cross-country (X-C) skis, boots, bindings, poles and appropriate clothing.

INFORMATION:

How to dress warmly:

1. The thickness of insulation via multiple layers of clothing is important, not what the clothing is made of.
2. Keep your torso warm so excess heat can be used by your less well-insulated extremities.
3. Avoid sweating. Ventilate your insulation (i.e., dress in layers of clothing which can be removed one layer at a time to prevent or reduce sweating).
4. Keep wind and rain out of your insulation by using suitable outer covering protection.
5. Use your head. Keep it covered to help reduce loss of body heat. Uncover your head as needed to avoid sweating.
6. If you are all buttoned up and still cold, increase your metabolism by straining one muscle against another.

CLASS ARRANGEMENT:

Students ski back and forth across the field while teacher is providing demonstration and explanation regarding technique. For downhill technique, students line up sideways to the hill and individually descend with plenty of room to stop at the bottom of the hill.

SKILLS NEEDED:

Falling/getting up, star turns, diagonal stride.

INSTRUCTIONAL STRATEGIES:

1. Warm-up using the game “Red Rover.” Each team is to defend a square-shaped area from invasion by other teams. When the defending team is ready, they call on one of the attacking teams to try to ski through the field to the other side. The attacking team skiers then try to rush or sneak through to the far side without being tagged.
2. Practice the following ski techniques:
 - a. Kick Turn: Plant poles firmly in the snow behind your skis for support, while your body is turned perpendicular to the skis. Swing the first ski 180 degrees around and then follow with the other ski and corresponding pole.
 - b. Step Turns: These are turns the skier makes while stepping from a stationary position or while running. It is a very safe turn, provided the skis are lifted high enough to clear the snow or tracks.
 - c. Uphill Diagonal: Using a short diagonal stride, the skier will move up the hill. Use an increased stride tempo. A strong poling motion is required.
 - d. Double Pole: The double pole may be used as an alternative to the diagonal. Basic Body Position—skis parallel, body upright, poles planted by the toes and hands ahead of the basket. Pull downward on the pole straps, bending at the waist and using the weight of your body. Hands will pass below the knees if there is sufficient bend in the waist. Follow through to the rear with the arms extended and relaxed. Recover to the original position by swinging the arms forward to initiate the next pole plant. To increase skiing speed, increase the tempo of the motion.
 - e. Herringbone: This technique may be used when the uphill diagonal no longer works efficiently or when the terrain dictates. Procedure: spread the ski tips comfortably apart forming a “V”; roll the knees and ankles inward to set the inside edge of the ski into the hill; with a strong poling motion, slightly to the rear, step alternately upward, making sure the inside edge is set on each step. Use the diagonal stride rhythm to move smoothly.
 - f. Downhill Run: With the skis facing downhill, assume a basic body position, but bend the knees more, thus lowering the center of gravity and increasing stability. Skis should be shoulder width apart. Pushing off with the poles, glide downhill with the legs acting as shock absorbers over the bumps. Hands are carried a bit forward of the body with the poles pointing to the rear.

Grade

5

LEVEL:
INTERMEDIATE

WALK/JOG

OBJECTIVE:

To increase cardiovascular endurance.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

Aerobic exercise is important in preventing coronary heart disease. For training purposes, it is best to run at least three times per week; however, this may not always be possible. Fitness is a large part of physical education, but we cannot spend three PE periods each week on fitness. A good alternative is to have your fitness program run throughout the school year, only on a lesser frequency (i.e., 1-2 days each week, with the remaining PE days dedicated to other units). This is not ideal in terms of fitness training procedures, but we should be more concerned with an ongoing fitness program which will provide the students with knowledge and fun as well as fitness.

CLASS ARRANGEMENT:

Entire class participation.

INSTRUCTIONAL STRATEGIES:

1. Observe running styles of students; provide students with the following points:
 - a. Legs and arms should move in line with the direction of travel. Don't swing arms across your body.
 - b. Listen for elephants! (Can you hear yourself running along?) If so, change stride and foot strike to "hide the elephants."
2. Have students participate in the following progressions (with an endurance goal of non-stop running for 24 minutes):

Progression 1

run 6 min	walk 1 min
run 6 min	walk 1 min
run 6 min	walk 1 min
<u>run 6 min</u>	<u>walk 1 min</u>
total 24 min	total 4 min
of running	of walking
Total time 28 minutes	

Progression 2

run 8 min	walk 30 sec
run 8 min	walk 30 sec
<u>run 8 min</u>	<u>walk 30 sec</u>
total 24 min	total 1 min
of running	30 sec of
	walking
Total time 25 min 30 sec	

Progression 3

run 12 min	walk 30 sec
<u>run 12 min</u>	<u>walk 30 sec</u>
total 24 min	total 1 min
of running	of walking
Total time 25 minutes	

EVALUATION/MODIFICATION:

Assess student progress on improvement basis (pretest-post test) using the improvement charts in Appendix C.

Grade

5

LEVEL:
INTERMEDIATE

BALL AND BODY II

OBJECTIVE:

To enhance muscular endurance.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

One medicine ball for every two students.

INFORMATION:

Resistance training strengthens ligaments (which attach bone to bone) and tendons (which connect muscle to bone). The joints are better protected from injury and are more stable when the muscles and surrounding structures are well developed. Calisthenics can help to increase muscular strength, tone and endurance by using the weight of the body and its extremities as resistance. For example, chinning exercises use the weight of the body to resist the biceps and brachialis muscles in elbow flexion. The primary advantage of calisthenics over training with weights is that you do not need any expensive equipment or machines to provide resistance for you.

CLASS ARRANGEMENT:

Divide class into two groups.

INSTRUCTIONAL STRATEGIES:

1. Isometric Exercises

Back and Shoulders: lie face up on the floor, place hands alongside the buttocks, palms down. Lift the body from the floor so that only the heels, hands, and head are touching the floor.

Flexed-arm Hang: a chinning bar, horizontal bar, or climbing rope is needed. Hang from the bar/rope with the mouth even with the hands. Hang for 30 seconds or more.

2. Medicine Ball Activities

Half Squats: stand, hug ball to chest. Bend knees to half squat position (make sure buttocks do not drop below knee level). Repeat.

Leg Raise: sit on floor, lean back so elbows prop up the upper body. Place ball on top of ankles and lift ball off of the floor. NOTE: It is very important to prop up upper body so that your lower back is not subjected to additional stress. Don't lay flat on your back.

Shoulder Extension: lie face down on floor, arms extended overhead. Hold the ball in both hands, lift ball as far off the floor as possible. Keep chin and toes in contact with floor.

Side Bends: hold ball on top of head with both hands. Alternately bend (only slightly) from hips to the left and right.

Front Bends: hold ball on top of head with both hands, knees slightly bent. Bend forward from hips, trying to touch ball to knees. Straighten up. Repeat.

Grade

5

LEVEL:
INTERMEDIATE

SPEED-ENDURANCE -PACING

OBJECTIVES:

To develop decision-making skills, and improve cardiovascular endurance.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

In distance running, the runner will not be able to run at full speed throughout the duration of the run as is required in sprinting. The runner must learn to run at a consistent speed throughout the run ("pace"), saving a burst of speed for the end of the run. There are several different theories about how to develop pace in a distance run, but for our purposes it is probably simplest and safest to have the student run the distance several times. **FIRST**—student runs a predetermined distance at a moderate speed so that the runner can see how far the distance to be run really is. **SECOND**—student runs at full speed so that the runner can see that running the entire distance at full speed is next to impossible. **THIRD**—student runs at a quick pace for the first two-thirds of the run, then into a full sprint for the final one-third. This will illustrate to the student that pacing is very important; it will also show the runner when to run at full speed to cover the distance in the quickest time.

CLASS ARRANGEMENT:

Entire class is participating as individuals or as part of a three-person team.

SKILLS NEEDED:

Pacing skills, activities from the previous lesson.

INSTRUCTIONAL STRATEGIES:

1. Walk, Jog, Run

Lay out a small track with markers (poles, flags, or cones).

Basic Drill

Explain the difference between walking, jogging and running. (A jog is about half speed and a run is full speed.) To start, students are allowed to walk at their own speed around the track. The first blow of the whistle means that everyone jogs; the second blow means that everyone runs at top speed; the third blow means that everyone jogs; and the fourth blow means everyone walks. Continue this sequence.

Teaching Suggestions

At the beginning of the unit, allow more time between the walk and jog phases and short periods at top speed. Gradually increase the time at full speed.

2. Cross-Country

Distance running can be done on a track (which is level) or cross country (which has a variety of terrains). Cross-country running makes distance running more challenging and interesting. Cross-country running may be less boring than running around a soccer field or on a track.

STRETCHING

OBJECTIVES:

To understand how flexibility exercises should be performed; to understand the benefits of flexibility.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

Lack of flexibility may result in uncoordinated or awkward movements and may predispose a person to muscle strain or poor postural alignment. Total range of motion around a joint is highly specific and varies from one joint to the other (hip, trunk, shoulder), as well as from one individual to the next. The amount of muscular flexibility individuals possess relates primarily to genetic factors and index of physical activity. Joint structure, ligaments, tendons, muscles, skin, tissue injury, adipose tissue (fat), body temperature, age and gender also influence range of motion about a joint. It is difficult to indicate what constitutes an ideal level of flexibility for each individual; nevertheless, flexibility is important to everyone's health.

CLASS ARRANGEMENT:

Large group participation.

SKILLS NEEDED:

Safety and progression skills from previous stretching lessons.

INSTRUCTIONAL STRATEGIES:

1. Make students aware of the following safe-stretching procedures:
 - a. Stretch muscles that are tight and inflexible.
 - b. Strengthen muscles that are weak and loose.

- c. Always stretch slowly and with control.
 - d. Be sure to continue normal breathing during a stretch. Do not hold your breath.
2. Demonstrate, explain and have students perform the following stretches—hamstring, lower back and lumbar spine stretches (see below):
- a. *Exercise:* Triceps Stretch
Action: Place the right hand behind your neck; grasp the right arm above the elbow with the left hand; gently pull the elbow backward. Repeat the exercise with the opposite arm.
Areas Stretched: Back of upper arm (triceps muscle) and shoulder joint.
 - b. *Exercise:* Double-Knee to Chest Stretch
Action: Lie flat on the floor; slowly curl up into a fetal position; hold for a few seconds.
Areas Stretched: Upper and lower back and hamstring muscles; spinal ligaments.
 - c. *Exercise:* Single-Knee to Chest Stretch
Action: Lie flat on the floor; bend one leg at approximately 100 degrees; gradually pull the opposite leg toward your chest; hold the final stretch for a few seconds; switch legs and repeat the exercise.
Areas Stretched: Lower back and hamstring muscles, and lumbar spine ligaments.
 - d. *Exercise:* Upper and Lower Back Stretch
Action: Sit in a chair with feet separated greater than shoulder width; place arms to the inside of the thighs; bring your chest down toward the floor; at the same time, attempt to reach back as far as you can with your arms.
Areas Stretched: Upper and lower back muscles and ligaments.

Grade

5

LEVEL:
INTERMEDIATE

THE BODY'S RESPONSE TO EXERCISE

OBJECTIVE:

To understand the response of the cardiovascular system to increased workload.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING AREA:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Index cards, pencils, one stethoscope per two students, heart fact posters, 30-40 beanbags.

INFORMATION:

The body responds in many ways to exercise; one of the most dramatic is the heart rate. The heart rate will increase from the Resting Heart Rate (RHR) to an Exercise Heart Rate (EHR) to supply blood to the working muscles. The arteries supply blood from the heart to the muscles; the veins return blood to the heart.

CLASS MANAGEMENT:

The entire class split into two groups; each student has a partner.

SKILLS NEEDED:

Running, writing and taking partner's pulse.

INSTRUCTIONAL STRATEGIES:

1. Hand out one card to each student at the beginning of class. When the students are sitting quietly, they should take their Resting Heart Rate (RHR). On the card provided, the students will fill in RHR on the card.

2. Explain the circulatory system of the body (see Grade 5 Handout Masters). Have the partners split up; half go to the heart (home base) and half go the muscle (other end of the gym). Each student will run along the “artery” and “vein” (either a straight line or an obstacle course—the choice is up to the teacher—between the heart and the muscle). When the student leaves the heart (home base) the student is part of the artery; when they leave the muscle to return to the heart, the student is part of a vein. The arteries take the blood (in this game, the beanbags symbolize the blood) out to the working muscles (the other end of the gym); the veins bring the blood back. After six to eight minutes of running and delivering blood (beanbags), the students find their partner and take the partner’s pulse for ten seconds.
3. Use the exercise heart rate chart (see Grade 5 Handout Masters) to find the exercise heart rate (EHR). The EHR should be put on the card.

Grade

5

LEVEL:
INTERMEDIATE

JOLLY GREEN GIANT RELAY

OBJECTIVE:

To understand the nutritional value of foods.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING AREA:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Set of food cards (made by the teacher--see below); do not number the cards.

INFORMATION:

Learning about nutrition while engaging in a nutrition-related activity will reinforce the concepts presented in this lesson. The "Jolly Green Giant Relay" is an excellent educational activity requiring little preparation.

CLASS ARRANGEMENT:

Entire class.

SKILLS NEEDED:

Basic knowledge of food groups and nutrition information; intermediate reading skills.

INSTRUCTIONAL STRATEGIES:

Students are divided into six relay teams. Each team has eight cards which ask the students to find a specific food (e.g., a food high in cholesterol). On the teacher's "GO" signal, the first student in each relay team reads a card (each team should begin with card 1). The card directs

the student to find a specific food card (e.g., “Find a food high in cholesterol”) in a pile of team cards at the other end of the gym. The student must run to the end of the gym and look through the stack of food cards belonging to the team to find the correct card (in the example, the answer card would be “Egg”). The team member then runs back to the next person and gives them the card that was picked up. The back of this card identifies the next food to be found. The game continues until all eight cards have been played and all six teams have finished. When the teams finish, they arrange the cards in the order in which they were found. As each team finishes, the teacher checks the order of the cards. (Or an “answer key” can be used so students can check their foods as the relay is being run.)

JOLLY GREEN GIANT RELAY

(CARD EXAMPLES)

- Card 1: **“Find a food high in cholesterol”**
- Card 2: **“Egg”** (on front); **“Find a drink low in fat”** (on back)
- Card 3: **“Skim Milk”** (on front); **“Find a food high in carbohydrates”** (on back)
- Card 4: **“Spaghetti”** (on front); **“Find a food low in sugar”** (on back)
- Card 5: **“Diet Soda”** (on front); **“Find a food high in fat”** (on back)
- Card 6: **“Peanut Butter”** (on front); **“Find a food high in salt”** (on back)
- Card 7: **“Chicken Noodle Soup”** (on front); **“Find drink that is high in calories but no sugar”** (on back)
- Card 8: **“Beer”** (on front)

Grade

5

LEVEL:
INTERMEDIATE

RELAYS-PLAYS- AEROBIC GAMES CROSS-COUNTRY SKIING

OBJECTIVE:

To practice ski techniques.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Outdoor, snow-covered field and hills; or large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Cross-country skiing equipment.

INFORMATION:

Most of the activities can be played outside of cross-country ski experiences by using the playground or gymnasium.

CLASS ARRANGEMENT:

As dictated by various activities.

SKILLS NEEDED:

Basic cross-country ski techniques of step turn and diagonal stride.

INSTRUCTIONAL STRATEGIES:

Cross Country Relays and Games

- Circle Relay

Ski to pole, circle it twice and ski back to tag. Each team has its own pole to ski to and circle.

- Agility Relay

Make one up to suit the situation and skiers.

- Bean Bag Relay

Each racer stops at a designated spot and throws bean bags into a box until three bean bags are in the box. The racer then skis on to tag the next skier. Other team members return the bean bags to the throwing spot so there will be bean bags for the next racer on the relay team.

- Cross Country Slalom Relay

Flags are set along a course covering a flat area, a slight uphill area, and an easy downhill area. Leave plenty of room between sections of the slalom for racers to pass each other.

- Cracker Relay

Relay teams are used. Each team racer skis around a looped course. When a racer completes a loop he must eat a cracker. When he can whistle, the whistle is the signal for the next team member to start his loop on the course.

- Holding Hands Relay

This is popular with younger skiers. Partners must ski without poles but must hold hands.

- No Pole Relay

Ski out to a marked point and back. Tag your next teammate. Everyone skis without poles. Variations on this might include:

- Partner Relay (Two skiers holding hands complete the course)

- No Ski Start (Start with skis off, run about ten meters, then put skis on and complete the relay)

- Circle Relay (Ski to a pole, circle it twice, then ski back and tag your teammate)

Grade

5

LEVEL:
INTERMEDIATE

PHYSICAL FITNESS JEOPARDY

OBJECTIVE:

To learn about cardiovascular fitness.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Previously-prepared questions; Jeopardy board or other system to track questions and their value; masking tape to mark increments on the floor; basketball; whistle or timer; jerseys to distinguish teams.

INFORMATION:

The questions to be asked in Physical Fitness Jeopardy deal with the parts of the respiratory and cardiovascular systems, the proper way of doing warm-up exercises, the names and descriptions of the exercises, and nutrition. The instructor must know the information that is being asked in the Jeopardy questions.

CLASS ARRANGEMENT:

Entire class.

SKILLS NEEDED:

The students must have a knowledge of the categories they are being questioned about and also be familiar with the fundamentals of basketball.

INSTRUCTIONAL STRATEGIES:

1. Equal increments of space are marked off on the floor every 24 inches. Each of these represents a step.
2. All of the students will be lined up on the base line. The game starts by a student asking for a question that is worth anywhere from 100-500 points. A 100-point question, if answered correctly, is worth one step. A 200-point question is worth two steps, and so on.
3. The first ten students to make it to the half court line will get to play five-on-five basketball for 15 minutes, while the others jog and/or walk for the same time period.
4. When the first 15 minutes are finished, the students will switch (those who have not played basketball, will; those that have, will jog and/or walk).

EVALUATION/MODIFICATION:

The amount of questions and categories can vary to meet the needs of the teacher and the information being covered in class. The physical activity that the students get to do when half court is reached can also be changed. The idea is not only to question the students on what they have learned, but to get some exercise in as well.

Grade

5

LEVEL:
INTERMEDIATE

FAMILY HEART WALK

OBJECTIVE:

To learn the importance of cardiovascular fitness.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Each student will need a map of the town/city, a list of family discussion questions (developed by the instructor), and a letter to take home which explains the activity. The letter must be signed by a family member and returned to the teacher upon completion of the Family Heart Walk.

INFORMATION:

Walking is a cardiovascular exercise which can strengthen the body's ability to provide oxygen to the muscles.

There is a great deal of information that says that families spend very little time talking, and that it is important for families to communicate more.

CLASS ARRANGEMENT:

Entire class.

SKILLS NEEDED:

Basic knowledge of cardiovascular fitness; the ability to read a map of the town one lives in; the ability to walk and to talk.

INSTRUCTIONAL STRATEGIES:

In the classroom, the teacher will explain to the students why walking is good for the heart. This will be a short lecture on cardiovascular fitness information.

Each student will receive a map of their town/city and will find where their houses are on the map (approximate). After finding their house, each student will plan a walk for their family that is 1-1.5 miles long.

When all of the students have planned a walk, the teacher will spend a moment explaining that it is important for families to spend time together. This applies to all types of families—two parents, one parent, or children who live with guardians.

The teacher will pass out a list of questions that students can talk about with their parents on the walk (such as “What was your favorite thing to do when you were in fifth grade?” or “What kind of exercise do you like to do?”). The students will also be given a note to take home which explains the walk, and which must be signed and returned to prove that the family went on a walk together.

EVALUATION:

The students will turn in an assignment in which they answer five of the family discussion questions, and the question “Why is it important for all the members of your family to do exercises such as walking?” (Answer: This activity brings the family together in an activity that is good for the heart--both physically and emotionally.)

Grade

5

LEVEL:
INTERMEDIATE

ORIENTEERING

OBJECTIVE:

To increase self-direction and self-responsibility.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

TEACHING FACILITY:

Campground, park, picnic campsite, or an accessible forest area.

EQUIPMENT/MATERIALS:

One orienteering compass per student or team, one set of bearing map cards per student or team, eight numbered stakes.

INFORMATION:

Although competitive orienteering requires a large outdoor area, activities in this unit have been scaled down in both scope and size to meet the requirements of the average elementary school program.

CLASS INFORMATION:

Class is divided into eight teams.

SKILLS NEEDED:

Distance estimation, ability to take compass bearings, ability to travel along a compass bearing.

INSTRUCTIONAL STRATEGIES:

1. Layout the traverse as shown in the Grade 5 Handout Masters. Mark each leg of the traverse with a numbered stake. Distances used may be altered to better accommodate the traverse site you are using. However, all distances must be altered proportionately so that the bearings remain the same.
2. Provide each individual or team with a complete set of eight bearing map cards.

3. When teams or individuals are ready to begin, start each team at a different point on the traverse. Example: Team 1 starts at point M which is stake #1. Team 1 writes this information in a notebook. Team 1 goes from M to N to O to P, stopping at P. They read the number on the stake at point P and record it in their notebook.
4. When the teams return to the teacher, the teacher needs only to look on their bearing map to see if they ended where they were supposed to. The teacher can require each team to write down the bearing distance and the number of each stake, then he/she can check for errors.

EVALUATION/MODIFICATION:

Since each group starts and ends on a different stake, it is impossible to follow each other. The teacher can make a different bearing map each year or simply change the numbers on the stakes. Five stations are about the limit for an orienteering activity within a 30-minute period.

DIETARY GUIDELINES

OBJECTIVE:

To identify dietary guidelines and explain positive ways to meet the guidelines.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Eat for Good Health handout (see Grade 5 Handout Masters), poster board, magazines, glue, string or yarn, scissors, hole puncher, one hanger for each student.

INFORMATION:

The Dietary Guidelines for Americans contain seven guidelines for a healthy diet. By following the Dietary Guidelines for Americans, we can enjoy better health and reduce the chances of getting certain disease—heart disease, high blood pressure, stroke, certain cancers and the most common type of diabetes. (The Food Guide Pyramid in the Appendix is an outline of what food groups should be eaten each day and is based on the Dietary Guidelines.) Children can practice positive health behaviors when choosing foods by using the Dietary Guidelines and the Food Guide Pyramid.

INSTRUCTIONAL STRATEGIES:

1. Review the Dietary Guidelines for Americans and the Daily Food Guide with students (use the handout). We often concentrate our efforts to stay healthy on the first two guidelines, but work within the framework of the next four. (Note: You may choose to work with the first six guidelines and not include the seventh for this activity.) Discuss ways to meet the dietary guidelines.
2. Have students make an eating mobile for the first six dietary guidelines. Have them cut out six pieces of posterboard. On one side of the posterboard the students are to write the dietary guideline. On the other side the students are to glue a picture from a magazine (or draw it) that helps illustrate the guideline. Have students illustrate positive behaviors, rather than foods to “avoid.” Punch a hole in each of the six pieces of posterboard. Put a string through the hole and attach the six pieces to a hanger to make an eating mobile.

EVALUATION:

Students review their eating mobiles and explain why they chose the pictures they did to illustrate the guidelines.

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GREEN LIGHT DIETS

OBJECTIVE:

To apply basic nutrition information to get a healthy and balanced diet.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Teacher information Green Light Dieting (see Grade 5 Handout Masters).

INFORMATION:

Authorities believe that two-thirds of female adolescents and 15 percent of male adolescents are preoccupied with weight and dieting. One study of children in grades three through six showed that 37 percent of those children had already tried to lose weight. Fad diets have been shown to be ineffective for maintaining weight loss, and some have significant negative side effects. Fad diets are particularly ineffective for adolescents because they do not develop a rationale for food selection for long-term health. Also, swings of weight loss and gain are particularly dangerous and undesirable for growing children, both physically and emotionally. Authorities agree that growing adolescents need a minimum of 1200 calories per day (2200 is generally suggested) and that an exercise component for weight maintenance is particularly important. Emphasize that establishing an eating plan rather than a diet is a reasonable goal.

INSTRUCTIONAL STRATEGIES:

1. Before class begins, write each dieting idea and each point on a 3x5 card. Mark the back of the card as a red light idea or a green light idea. Shuffle the cards.
2. Divide students into two teams. Explain that the object is to get points for separating the green light ideas about dieting from the red light ideas. (A green light idea is one that delivers adequate nutrition, is not too radical, emphasizes an eating plan, and would be good for anyone to try. A red light idea is one that will lead to disaster because it is not nutritionally sound, is too restrictive, or leads to behaviors found among eating disorders.) Give half the shuffled cards to each team. Team A asks Team B to identify the idea on the top card as a green light or a red light idea. Team B reaches a consensus on the answer and gets points for each correct answer.

EVALUATION:

Students discuss pitfalls of dieting compared to positives of establishing a healthful eating plan.

RESOURCES:

Adapted from: Division of Nutritional Sciences. Nutrition for Life. Ithaca, New York: Cornell University, 1987.

FIBER FIND

OBJECTIVE:

To understand the importance of fiber and identify which foods are good sources of fiber.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Teacher information Fiber in Foods (see Grade 5 Handout Masters); food pictures, models or actual food items or containers (five or six items would be sufficient).

INFORMATION:

Several health organizations are suggesting that we increase the amount of fiber in our diet, generally 20-30 grams per day. Fiber is the indigestible material found in plant foods. Because you do not digest fiber, it passes through your digestive system. Eating high fiber foods is a good strategy for lowering the fat in your diet and decreasing constipation. High fiber foods include fruits (especially peels and seeds), vegetables, beans, and whole grain cereals. Dairy products and meat do not contain fiber.

Examples of how students can increase fiber in their diets are: eating fruits for dessert, choosing a whole grain cereal for breakfast, eating an apple instead of drinking a can of apple juice, cola or fruit punch, adding a can of kidney beans to vegetable soup, or making toast with whole wheat instead of white bread.

Fiber consumption should be increased slowly to avoid digestive upset.

INSTRUCTIONAL STRATEGIES:

1. Before class, choose five or six foods using the teacher reference sheet (see Grade 5 Handout Masters). Students will be asked to identify foods with fiber content. Display food models, food pictures or real foods, and have cards for each food with the amount of fiber written on the card.
2. Discuss importance of fiber in the diet.

3. Divide students into teams of four or five. Have the students rank the foods displayed according to how much fiber is in each food. After all teams have discussed their rankings, have a representative from each team match the cards with the foods or food pictures. Discuss which answers are correct.
4. Discuss how students can increase the fiber in their daily eating plans.

EVALUATION:

After a week, have students re-evaluate their high fiber choices for the week.

Adapted from Healthy Growing Up. Oak Brook, Illinois: McDonald's Corporation, 1992.

VITAL VITAMINS

OBJECTIVE:

To understand that foods are the best sources of vitamins and minerals.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Vitamins/Minerals IQ Test (see Grade 5 Handout Master), water glass, bowl, pitcher and water.

INFORMATION:

The best way to obtain vitamins and minerals your body needs is to eat a variety of nutrient-rich foods. However, most studies find that Americans consume vitamin and mineral supplements on a regular basis at an annual cost of \$3 billion. Recently, food scientists have said that excess vitamins and minerals in the form of supplements may actually be more of a health hazard than are nutrient deficiencies in the United States.

Although there is controversy about the need for vitamin and mineral supplementation for healthy adolescents, public health associations have stated that supplements are not recommended for consumption by healthy adolescents. Adolescents need to sort out the arguments used to support or refute the use of vitamin and mineral supplements. They need to know the most recommended practice is to eat a variety of nutrient-rich foods to ensure vitamin and mineral adequacy.

INSTRUCTIONAL STRATEGIES:

1. Hold up a pitcher of water with ten ounces of water in it and ask the group to discuss the good things water does for our bodies. Then pour the water into a clear eight ounce glass which is set in a bowl. At the same time, use the analogy of the glass as our body with "good" water being put into it. As the ten ounces of water overflows the ten ounce glass, make the point that just as the water is beneficial to a certain point, with too much water (or too much of any nutrient) there might be potential problems. In this case, the water could have made a mess. In the case of nutrient overdoses, toxicity could occur. Discuss as necessary.
2. Have students take Vitamin/Mineral IQ Test (as a non-graded think starter). After they have finished, briefly discuss each nutrient listed with its food source and the common myths about vitamin and mineral use which are the true or false items.

EVALUATION/MODIFICATION:

Students compare labels of vitamin supplements which they see in stores (or from their homes) to see the level of vitamins listed.

RESOURCES:

Adapted from Body Power. Bozeman, Montana: Montana State University Extension, 1993.

CALCIUM

OBJECTIVE:

To identify calcium rich foods and to know their importance in an eating plan.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Don't Cheat Your Body handout (see Grade 5 Handout Masters).

INFORMATION:

Young people in America are not getting the recommended 1,200 mg of calcium per day in their diets. A calcium-deficient diet during this critical growth period could result in a failure to reach full growth potential. Calcium is also needed for muscles, blood, and the immune system to work properly. If there is not enough calcium available for these processes, calcium is borrowed from the bones, causing them to become weak and brittle, which makes a person susceptible to osteoporosis later in life. Exercise is also a key to preventing osteoporosis.

Government studies have shown that teen girls get less than 60 percent of the calcium recommended. Some teens believe that all dairy foods are fattening, and some simply substitute soft drinks for milk without thinking of the consequences. Adolescents need information about low-fat, calcium-rich foods.

INSTRUCTIONAL STRATEGIES:

1. Explain the functions and importance of calcium in the body, especially for adolescents.
2. Distribute the handout, Don't Cheat Your Body. Have students read the information at the top. Then have each student list foods he/she would most like to eat in a day to total 1,200 mg of calcium. Discuss which of the foods are low-fat foods, and whether that is a consideration for an individual student. Identify the lower-fat foods which are calcium-rich.

EVALUATION/MODIFICATION:

Students could find recipes in cookbooks or recipe files at home or in the library which are high calcium, tasty foods. For those students who do not like or cannot drink milk, alternate sources of tasty high-calcium foods are important.

RESOURCES:

Excerpted from Body Power!. Bozeman, Montana: Montana State University Extension, 1993.

Grade

5

LEVEL:
INTERMEDIATE

MEALTIME MINDBENDERS

OBJECTIVE:

To apply information about nutrition and healthy eating choices.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Mealtime Mind Benders handout (see Grade 5 Handout Masters).

INFORMATION:

There are many factors which influence our eating choices: peer pressure, time, emotions, money, family situations, and culture, among others. Children can often apply information they have learned about nutrition and healthy choices in a more realistic manner when they have practiced responding to real-life situations in which food choices are influenced by environmental and social factors.

INSTRUCTIONAL STRATEGIES:

1. Have students give examples of foods we eat which are influenced by the following factors:
 - a. economic (inexpensive);
 - b. social (chosen by family or friends);
 - c. environmental (easy to get, quick, or interesting to prepare);
 - d. emotional (makes you feel better); or
 - e. traditional or cultural (part of family background).

Discuss that these five factors sometimes limit our own choices, but that we can think our way through most situations in order to make healthy and balanced food choices.

2. Divide students into small groups and give each group one situation from the Mealtime Mind Benders handout. Each group comes up with a solution and dramatizes it to explain it to the rest of the class. After all groups have presented, ask for additional comments. Do they agree with solutions? Are there other reasonable solutions? Will the same solution work for every person?

EVALUATION/MODIFICATION:

Students write other realistic “problem” situations for other groups to solve.

RESOURCES:

Adapted from Eat, Think, and Be Healthy, Washington, D.C.: Center for Science in the Public Interest, 1987.

NUTRITION EXPERTS

OBJECTIVE:

To identify sources of reliable nutrition information.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Phone books, community resource listings.

INFORMATION:

With all the nutrition information available today, it is important for children as consumers to discern which information sources are reliable. Because nutrition is a relatively young science, new trends and information appear daily, sometimes from reliable sources and sometimes from sources which have a motive other than information to consumers. Today, more emphasis is placed on nutrition education in the schools. However, children need to identify sources of continuing nutrition information when they do not have access to the nutrition education in the schools.

INSTRUCTIONAL STRATEGIES:

1. Discuss the need for continuing nutrition information and that most communities have reliable sources of information about food and nutrition. Have children name reliable sources of nutrition information (people and places to go for information and answers to questions) in their communities that they know about without further investigation.
2. Using telephone directories or community listings of resources, have children determine other sources of information for food and nutrition in the community. Share and discuss the results. Following are some suggested answers: County Extension Home Economist (look under county listing for Cooperative Extension Service); registered dietitians; doctors; nurses (including school nurse); local chapters of American Heart Association, American Cancer Society, American Diabetes Association and/or March of Dimes; hospitals and health clinics; and health hot lines. Some national organizations which might not be listed in a local phone book would be the American Dietetic Association, Society for Nutrition Education, American Public Health Association, among others.

EVALUATION/MODIFICATION:

Students could be given sufficient time to find more examples by going to the library or asking their parents or other teachers to come up with a class list of reliable nutrition experts.

RESOURCES:

Adapted from Eat, Think, and Be Healthy. Washington, D.C.: Center for Science in the Public Interest, 1987.

My Packaging

OBJECTIVE:

To evaluate perceptions of how each student looks to themselves and to others.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

My Packaging handout (see Grade 5 Handout Masters).

INFORMATION:

A growing number of children are preoccupied with weight at a younger age, which in turn impacts their eating behavior. Because of societal expectations, many children are unhappy with their bodies, and sometimes desire changes which are unrealistic. A child is more likely to develop a positive body image through a nutritious diet, physical fitness, and a realistic perception about their own body size and weight. Helping children recognize realistic goals and helping them set and achieve those goals is an important part of positive body image.

INSTRUCTIONAL STRATEGIES:

1. Describe our bodies as packaging, and use the analogy of a prettily wrapped package that has nothing of value inside or a plain package which has something of great value inside. Avoid stereotypes! Discuss the idea that if we consider our packaging plain, we might want to do our best to make it the best it can be, but that at a certain point we must realize that our bodies are only the package, not the total us! Have students think of confident people with imperfect bodies.
2. Using the My Packaging handout, have participants mark how family, friends, and they see themselves. Discuss why these views might be different. (Ask students to take sheet to family and friends for verification.) Have students complete the rest of the handout, and discuss as necessary. Note that we are born with bodies which are likely to take on a certain shape because of genetics. In some cases, we can change our body shape, but more often, drastic attempts at reshaping are disappointing. It might be more fruitful to learn to appreciate and improve the things we like about our bodies, or to set goals for those things which are possible to change.

EVALUATION/MODIFICATION:

Students can set additional goals for making themselves attractive to others in ways other than their physical appearance.

RESOURCES:

Excerpt from Body Power! Bozeman, Montana: Montana State University Extension, 1993.

FOOD WASTE

OBJECTIVE:

To explore food waste in schools and homes and determine attitudes that affect waste.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Waste Mini-Investigation handout (see Grade 5 Handout Masters).

INFORMATION:

Conducting a study of food waste in school gives students an opportunity to analyze the waste of food from lunches brought from home, as well as food purchased from the cafeteria, school store, or vending machine. It is important to realize that food waste is common in our country. The cafeteria is chosen as a site because it is easily accessible, not because it is the center of the food waste problem. Wherever people eat there is waste, and this study can help students learn the reasons why. A study of food waste in the school is best done in cooperation with the principal, the school food service, and the parents. A natural outgrowth of the students' study would be suggested solutions to the food waste problem in the school or by individuals.

INSTRUCTIONAL STRATEGIES:

1. Ask students to list all the places in the community where they think food is wasted. Discuss reasons food is wasted, whether food waste is a problem, and what can be done on the community level. Discuss if school food waste is a problem. How could we find out?
2. Distribute the handout, Waste Mini-Investigation. Discuss the different ideas for determining school food waste and the reasons people throw food away. Determine how the class wants to proceed with the investigation. Divide students into groups based on which parts of the investigation the class wants to complete. Make arrangements in the cafeteria to have students complete the study.
3. Discuss the results of study. Determine how students as a group could impact the amount of food waste in the cafeteria. Determine how individuals can impact food waste in school or in the home.

EVALUATION/MODIFICATION:

Identify other places students might want to do a mini-investigation of food waste.

RESOURCES:

Adapted from Division of Nutritional Sciences. Nutrition Comes Alive: Level 6. Ithaca, New York: Cornell University, 1986.

THE STUDENT PARENTING MAGAZINE

OBJECTIVE:

To describe characteristics the students think a responsible parent should have.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Old magazines, scissors, glue, colored paper, poster paper.

INSTRUCTIONAL STRATEGIES:

1. Ask students if they have ideas as to what they believe are the characteristics of a responsible parent. Have students brainstorm some of these characteristics. For example, students may say that responsible parents should spend time with their children. They might say that responsible parents should help their children with their homework, and responsible parents should allow their children to have privacy in their rooms. Other examples could be given.
2. After students have had an opportunity to brainstorm ideas, tell them they are going to pretend that they are the publishers of a magazine. This magazine will be called the Student Parenting Magazine. This is a magazine that is written by students for parents. It contains articles and advice columns written by students with the intent of educating parents about what is involved in being a responsible parent.
3. Divide the class into groups of five. Distribute magazines to each group of students. These magazines should have plenty of pictures. Tell each group it is to publish a magazine that will give parents advice on their role as responsible parents. Students are to cut out pictures from the magazines and glue these pictures on sheets of colored paper provided by the teacher. Each picture should send a message about being a responsible parent. Each picture should have a guideline accompanying it. For example, a student in a group may cut out a picture of a parent having dinner with a student in a fast-food restaurant. A guideline under the picture may say, "Parents need to spend quality time with their

children.” Another picture may show a parent scolding his/her child. The guideline may read, “Know when to show your child he/she has done something wrong, and show it in an appropriate manner.” Yet another picture may show a child with his/her parents riding bicycles. The caption may read, “Parents need to share interests with their children.”

4. Have each group develop a magazine that has about ten pictures with accompanying guidelines. Each group is to designate a spokesperson who will show each picture in the magazine and read its guideline to the class. Then collect the magazines and tack them to the bulletin board. Label the bulletin board, “Student Guides to Responsible Parenting.” If time permits, have each group design a cover for its magazine.

EVALUATION/MODIFICATION:

Give each group a sheet of poster paper. Have each group design a poster that includes a picture with a saying that will emphasize responsible parenting. Display student posters around the room.

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Meeks, L., Heit, P., & Burt, J. (1993) *Education for Sexuality and HIV/AIDS: Curriculum and Teaching Strategies*. Blacklick: Meeks Heit Publishing Company, Inc.

HEROES OF TODAY

OBJECTIVE:

To understand the importance of heroes and of setting goals for the future.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

INFORMATION:

Heroes of today may be from the world of sports, entertainment, politics or literature. Heroes are a reflection of the times. Heroes give us ideas to emulate and help us see beyond ourselves. Learning to set short- and long-range goals for the future is an important skill.

INSTRUCTIONAL STRATEGIES:

1. Students are to bring a poster or picture of their hero to post on a bulletin board. Discuss why the hero is of interest. What particular characteristics of the hero are of interest? What about the hero would the student like to be able to do or emulate? What short- and long-range goals need to be set to be like the hero?
2. Students are to interview their parents about their heroes when they were children. What similarities or differences are there in what the student and parent admire about their heroes?
3. Students are to write essays predicting what the heroes of the future will be. What preparations will be necessary for heroes to meet their goals? What short- and long-range goals will need to occur?

FAMILY AS A FOUNDATION ANCHOR

OBJECTIVE:

To understand the importance of family.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

INFORMATION:

The family plays a dominant role in the development of human competence and character. Research of the past ten years has shown that the power of the family is even greater than we imagined. The evidence reveals that what happens in the family is critical for enabling a child to learn in school and later on as an adult to function dependably and effectively on the job, to become a loving and capable parent, and to serve as a responsible and contributing member of a community.

Ships use anchors to keep them from drifting. Anchors give ships stability or security; our family may serve the same purpose. When we are unsure and facing decisions, our family can help us from drifting without direction. Families may give us stability and security when we are confused.

INSTRUCTIONAL STRATEGIES:

1. Build ships out of milk cartons or do drawings of ships with construction paper. If a water table is available, students could float their ships and construct anchors and lines to shore. If you do not wish to construct boats, get library books or posters regarding ships.
2. After the activity, focus the discussion on the importance and need of anchors to help ships. What kinds of ships have anchors? How are anchors set? When and why are anchors set?
3. How are our families like anchors? Why do they sometimes need to give us more or less line? Why is it important to have the anchor of a family?

RESOURCES:

Bronfenbrenner, U. (1986) Ecology of the family as a context for human development research perspectives. *Developmental Psychology*, 22, 723-742.

FAMILY MEMBERS AS A WEB

OBJECTIVE:

To understand the interdependence of family members.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

INFORMATION:

Loving, functional families are those in which there are guidelines set for responsible behavior, consequences of inappropriate behavior, an atmosphere of trust, an open expression of affection, positive communication, and evidence of cooperation. In loving, functional families there is no evidence of abuse, violence, or chemical dependency. Children raised in loving, functional families receive adequate guidance, attention, and affection and as a result develop a strong sense of responsibility. They learn skills for relating in healthful and responsible ways and are able to use these skills in their peer friendships, dating relationships and later in marriage and parenthood.

EQUIPMENT/MATERIALS:

Fifty to 100 feet of clothesline or heavy yarn.

INSTRUCTIONAL STRATEGIES:

1. Ask six class members to stand throughout the room. Ask one person to hold the end of the line and take the line to each of the remaining students. Avoid making a direct circle. When all six students are holding onto the line, the line may resemble a spider web. Ask the six to talk about how it feels to be connected to the group by the line.
2. Ask one of the six to let go of their line. How do they feel now?
3. Ask two other class members to try to enter the web or the circle. How do they feel?

Other class members may repeat the exercise to experience the sensation of the web. Discussion may focus on a variety of topics including inclusion, exclusion, dependence, independence, siblings, and parents. Discuss how all families have these topics and more as part of how they function.

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FAMILY TRADITIONS

OBJECTIVE:

To gain knowledge of how family traditions are a part of family functioning.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

INFORMATION:

Traditions are a part of family life today. In the past, traditions were more strictly followed. Traditions gave each member a sense of place. Some traditions are a part of religious or spiritual practices. There is renewed interest today in establishing more traditions.

Have you ever wondered about the things you and your family do in a certain way? How come it is always done *THAT* way? These are probably family traditions, things your mother and father did as children and their mothers and fathers before them.

Some old traditions are very much alive, but the memory of why they are done in those particular ways has probably been lost somewhere. Other traditions from earlier days are lost entirely, except perhaps in the memories of older folks. But as “family historian,” the students’ task will be to find out about some of the family traditions and maybe even get the tradition going again.

Traditions—like special holiday food, serving pieces, decorations, special tableware, and birthday celebrations—were repeated year after year and gave people a sense of family time. As children grew up and moved away to different cities, the holiday dinner (like Christmas or Hanukkah) made sure that at least once a year there was a family again. The tradition of getting together on certain holidays made sure that new members of the family would know who their folks were.

INSTRUCTIONAL STRATEGIES:

1. Ask students to interview their parents or grandparents. Cassette tape recorders or camcorders are also an option in order to create oral family history.
2. Ask your family about celebrating special days and family ways of doing things.
3. Ask your grandparents about things they did as children. Do they still do them?

4. Why are certain dishes, photographs, jewelry, pieces of furniture, or family names so important to your family?

RESOURCES:

Weitzman, D. (1975). My backyard history book. Boston: Little, Brown and Company.

WHO IS MY FAMILY?

WHO AM I?

OBJECTIVE:

To identify similarities and differences in families.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

INFORMATION:

The family is the basic unit of our society. We can learn about history through hearing stories from our family.

INSTRUCTIONAL STRATEGIES:

1. Develop a series of questions for the class to pose to their parents and/or grandparents. Students may also develop the questions as a class.
2. Topics may include:
 - holiday traditions
 - childhood activities
 - types of employment
 - important contributions family members have made
 - school memories
 - celebration of birthdays
3. Students can discuss their findings and look for similarities and differences in families.
4. Activities and projects, such as making time capsules and rubbings and tracing genealogy, demonstrate that learning about the past begins at home.

EVALUATION/MODIFICATION:

Students can write an essay on “then versus now” regarding being a member of a family.

Drawings or short books on the topics could coincide with holiday gifts such as Mother’s Day.

One thing you may have discovered about your family is that they move a lot. Use a map of Montana or the U.S., string and push pins to mark the cities where your family may have lived. The string will mark the lines of travel. Begin with your parents’ or grandparents’ birthplaces and trace their moves, through their childhood and yours, up to today.

RESOURCES:

Activity modified from Nebraska Health Enhancement Curriculum.

Weitzman, D. (1975). My Backyard History Book. Boston: Little, Brown and Company.

GENDER EQUITY

OBJECTIVE:

To understand the importance of gender equity and to avoid sex-role stereotyped behavior.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

INFORMATION:

Title IX of the Education Amendments to the Civil Rights Act of 1964 was passed in 1972. It states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

Sex-role stereotyping is defining a person's individual identity by the supposed traits of the group with which he/she shares the common characteristic of gender. Sex-role stereotyping consists of assigning interests, traits, roles, characteristics, and abilities solely on the basis of gender without regard to individual abilities and interests. Sex-role stereotyping hurts both men and women.

Sex bias is defined as the unconscious, underlying network of assumptions that says women and men are and should be different, not only physically but also in their personalities and occupations. Sex bias is based on stereotyped expectations for men and women. Sex bias hurts both women and men.

INSTRUCTIONAL STRATEGIES:

1. Make a list of famous men and women whom the students admire. Share the choices with one another asking: What do you admire about them? Why did you make your choices? Are more men than women on your lists? Why do you think this is so?
2. Go through newspapers and magazines, etc. In a sentence or two, summarize different roles or occupations that have traditionally been "off limits" for either men or women but are now more accessible to both males and females.
3. Working in small groups, list all the things you can think of that only a mother can do for a child. Next, list all the things that only a father can do for a child. Finally, list all the things that only a parent can do for a child. Compare the group lists, and have each group draw some conclusions to present to the class.

4. Select a children's story that contains sex-role stereotyping. Rewrite the story, illustrate it, and display it in the classroom.
5. Assess your school for sex-role stereotypes. Report what you find.
6. Catalog jobs as to "male" and "female"; see whether each job could be done as well by a man or a woman.
7. Catalog household tasks by "female" and "male"; see whether each chore could be done as well by a man or woman/a girl or boy.
8. Search for and interview people in real life who depart from traditional sex roles. What advantages do these people have? What problems do they face? What do they think of themselves? What do other people think of them?

RESOURCES:

The American Association of University Women (AAUW) is a leading advocate of educational equity for women and girls. The AAUW Report, "How Schools Shortchange Girls," is an examination of how girls are disadvantaged in America's schools, grades K-12. Order from AAUW at 1-800-225-9998, ext. 91.

Virginia Gender Equity Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208, (804) 261-5075.

Many thanks to Dr. Christine L. Medlin, Tidewater Community College, 1700 College Crescent, Virginia Beach, VA 23456, (804) 427-7336, for materials shared from the "Teacher Resource Guide for Enhancing Gender Equity in Elementary Schools."

Van Buren, J. B., Daines, J. R., Burtner, J. B. (1990). Gender equity: An issue throughout the life span. Journal of Home Economics, 82(1), 3-10.

Grade

5

LEVEL:
INTERMEDIATE

A ME ADVERTISEMENT

OBJECTIVE:

To compare consumer advertisements to personal characteristics.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Old magazines, scissors, paper, glue, overhead transparencies, overhead projector.

INFORMATION:

Each student possesses characteristics that are unique and positive. Promoting the positive, and de-emphasizing the negative attributes are important ways to promote self-esteem.

CLASS ARRANGEMENT:

Individual student desks or work area.

INSTRUCTIONAL STRATEGIES:

1. Show magazine advertisements from several magazines. Make overhead transparencies from the ads you choose to make sure everyone can see them. As you show students the ads, ask them: What do advertisers do to sell their products? What benefits are promised to the person who uses it? How is it better than another product? What components of the product are emphasized? How will you feel if you use the product?
2. Tell students they are going to play the role of advertisers. They are going to organize an advertising campaign. The product each student will promote is him/herself.

3. The student will have access to magazines, and must select one advertisement. They are to take the theme of the ad and adapt it so they will be selling themselves. They can change the pictures and words of the ad.
4. Share the advertisements in small groups of students. Make a bulletin board to post the "Me Advertisements!"

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Grade

5

LEVEL:
INTERMEDIATE

GO FOR THE GUSTO?

ANALYZING TOBACCO AND ALCOHOL ADS

OBJECTIVE:

To explore the image tobacco and alcohol manufacturers attempt to portray to increase sales of their products.

LIFE SKILL:

To discourage the use of alcohol, tobacco and other drugs, and the responsible use of prescription drugs as parts of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Lots of old magazines which have alcohol and tobacco ads; two Advertisement Worksheets per student in class (see Grade 5 Handout Masters); scissors and pencil for each student

INFORMATION:

Advertising for tobacco and alcohol products varies according to the population that the manufacturer is trying to reach. The purposes of marketing research are to identify the consumer's needs and develop advertising that represents a product as being able to satisfy those needs.

CLASS ARRANGEMENT:

Individual or partner work.

INSTRUCTIONAL STRATEGIES:

1. Have each student find two alcohol or tobacco advertisements from a magazine. Have each student fill in a worksheet for each product as they study the advertisement.
2. Share the advertisement worksheets in small groups, a few presented to the whole class, or make a bulletin board to display one from each student.

EVALUATION/MODIFICATION:

As an example, the teacher may want to show an advertisement on the overhead first, then show a completed example of the worksheet for that ad on the overhead. Other variations include videotaping alcohol ads on TV. Analyze using same worksheet.

Grade

5

LEVEL:
INTERMEDIATE

CAFFEINE: A MILD STIMULANT

OBJECTIVE:

To demonstrate the amount of caffeine in different kinds of soda pop.

LIFE SKILL:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as parts of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Assortment of caffeine-containing products (aspirin, coffee, chocolate-see Grade 5 Handout Masters); list of caffeine content in soda pop (see below); assortment of empty soda pop cans (eight to ten varieties).

INFORMATION:

Caffeine is a naturally occurring substance found in the leaves, seeds or fruits of more than 60 plants. These include coffee and cocoa beans, kola nuts, and tea leaves. Caffeine is extracted from plants and manufactured synthetically for use as flavor in some food products. Caffeine is a mild stimulant. People differ greatly in their sensitivity to caffeine. There has been no evidence to show that the use of caffeine in beverages would be injurious to health.

CLASS ARRANGEMENT:

Demonstration.

INSTRUCTIONAL STRATEGIES:

1. Randomly line up the empty soda pop cans on a table in front of the class.
2. Ask the class: What is caffeine? Is it a drug? What types of food contain caffeine? What does caffeine do to your body? Is there a harmful amount?

3. Show examples of products containing caffeine. Give an idea of the amount (mg) in a serving.
4. Ask for a volunteer. Have the student arrange the pop cans from the lowest amount of caffeine to the highest amount. The class can help him/her. After the student is finished, place the cans in the correct order according to the milligrams (mg) of caffeine in each.

<u>Soda</u>	<u>mg caffeine</u>
Mountain Dew	54
Mello Yellow	52
Tab	46
Diet Coke	45
Cherry Coke	44
Sunkist	42
Dr. Pepper	39
Diet Pepsi	36
Root Beer	0
7 Up	0

LOOKING AT THE WHOLE PICTURE

OBJECTIVE:

To improve decision-making skills; making choices; sharing ideas.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom with moveable desks.

EQUIPMENT/MATERIALS:

Situation sheets (see Grade 5 Handout Masters).

INFORMATION:

“Brainstorming” means coming up with as many choices as possible in a given situation. If we think about it, there is usually more than one or two alternatives open to us. Sometimes other people among our family or friends may think of choices we had not considered. Being able to think of more than one choice is helpful when we face situations involving smoking, alcohol and other high-risk behaviors.

INSTRUCTIONAL STRATEGIES:

1. Assign or randomly place students in groups of five. Give each student in the group a copy of the situations. Have the entire group “brainstorm” (come up with as many choices as possible for the given situation). Give the groups 20 minutes to brainstorm. Remind the groups to brainstorm ALL options of what they could do, not necessarily what they would do.
2. At the end of the 20 minutes, start with situation #1 and have a spokesperson from each group present their options. Continue with situation #2 and so on.

EVALUATION/MODIFICATION:

This activity may be modified and shortened to give each group only one to two situations that are different from the other groups.

Grade

5

LEVEL:
INTERMEDIATE

YOU'RE THE DETECTIVE!

COMMUNITY RESOURCE HUNT

OBJECTIVE:

To increase knowledge of the help resources in the community.

LIFE SKILLS:

To promote good mental health, including family and community health, as part of a healthy lifestyle; to promote personal, family, and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Telephone books; paper and pencil for each student; problem sheet for each group (see Grade 5 Handout Masters); map of town/city (optional).

Note: Enough of each material is needed so that each group of four to five students will have materials.

INFORMATION:

Even though we may not have problems ourselves, sometimes knowing where to get information or help will be valuable for someone in our family or community.

CLASS ARRANGEMENT:

Small groups (pre-assigned or randomly grouped) of four to five students.

SKILLS NEEDED:

How to utilize a telephone book; how to read a map.

INSTRUCTIONAL STRATEGIES:

1. Prepare a problem sheet for each group of students.

2. Give each group a problem sheet, telephone book, and map of town.
3. Each group must complete the problem sheet by writing the name, address and phone number of each of the resources they found which are capable of helping resolve the problem listed on the problem sheet. The group must also locate each of the resources on the city map using numbers for location points (optional activity).
4. Have each student develop a phone card for their home. The card would list all resources applicable to their family. (This would be a great student-parent assignment.)

EVALUATION/MODIFICATION:

Have several spokespersons from these “resource points” come to class to talk about what they do. Ask students what they learned from that person that they wouldn’t have known from reading the name in the phone book.

Grade

5

LEVEL:
INTERMEDIATE

HIV: T-CELLS ATTACK

OBJECTIVE:

To demonstrate the way HIV replicates in a person's T-Cells.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

One large plastic Easter egg filled with miniature marshmallows; two large plastic Easter eggs empty; one package miniature marshmallows.

INFORMATION:

HIV is a virus that lives in the bloodstream of a person who is HIV positive (infected with the virus). HIV can be transmitted via certain bodily fluids (blood, semen, vaginal secretions) from the infected person to someone else. When these infected body fluids enter another person's body, the virus attacks the T-Cells, the soldiers of your immune system. HIV enters the T-Cell and uses the cell's machinery to make more HIV. The cell then lysis (breaks), releasing more new HIV to infect other T-Cells. This progressive depletion of the immune system makes the infected person no longer able to fight pathogens (disease-causing organisms).

CLASS ARRANGEMENT:

Demonstration.

SKILL NEEDED:

Knowledge of how HIV can enter the body. See HIV activities in grade 4.

INSTRUCTIONAL STRATEGIES:

1. Ask students: How does HIV enter your body? What are the body fluids which have transmitted this virus? List on board or overhead.
2. Show the large plastic Easter egg (this symbolizes a T-Cell in the body). Show a miniature marshmallow (this symbolizes the virus HIV). Open the plastic egg and put in a marshmallow (this symbolizes HIV entering the T-Cell).
3. Ask: What is happening inside? (Making more HIV.)
4. Say: After the HIV uses the T-Cell's machinery to make more HIV, the T-Cell bursts (open the second egg which is full of marshmallows, letting all the marshmallows escape) and the HIV goes off to invade other T-Cells. (Put a marshmallow from the "burst" egg into another empty Easter egg.)

EVALUATION/MODIFICATION:

Use "How HIV Attacks T-Cells" overhead (see Grade 5 Handout Masters).

Grade

5

LEVEL:
INTERMEDIATE

HIV: STAGES OF INFECTION

OBJECTIVE:

To recognize the three stages of HIV infection.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Drawing paper or construction materials for each student.

INFORMATION:

HIV infection has three stages. If a person is infected with HIV, typically there is a time period of no symptoms and the individual will feel and look quite healthy. This is the asymptomatic (no symptoms) stage.

The second stage is the symptomatic stage where the individual will start experiencing symptoms such as extreme tiredness, loss of weight, diarrhea, fever, night sweats, swollen glands, and cough.

The final stage is AIDS. This stage is characterized by a very low T-Cell count (T-Cells are important in your body's immune system to fight infections). Because of this lowered ability to fight infection, the body is susceptible to opportunistic infections like certain pneumonias, cancers, and other bacterial, fungal and viral infections.

The average time from initial HIV infection to AIDS has been eight to ten years.

CLASS ARRANGEMENT:

Class discussion with individual student desk work.

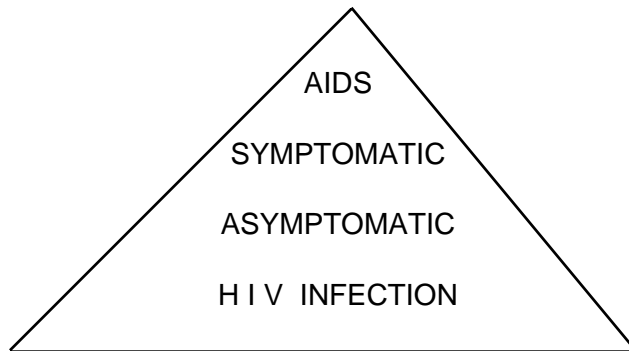
SKILLS NEEDED:

Grade 4 “How HIV is Spread” and grade 5 “HIV: T-Cell Attack” are good activities to do before this one.

INSTRUCTIONAL STRATEGIES:

1. Have each student construct a pyramid (either draw one or make one with paper or other materials).
2. As you are reviewing each stage of HIV infection, have the student put the stage in the proper place on their pyramid. Ask the students: What is a symptom? Is the individual infected with HIV (i.e., HIV positive) at each stage? Is the individual infectious to someone else at each stage? Is HIV and AIDS the same thing? What is the difference?

THE HIV INFECTION PYRAMID



Notes to teacher:

- a. An individual who is HIV infected is infected and infectious at each stage.
- b. The pyramid design symbolizes that there are more individuals who are asymptotmatically HIV infected than have AIDS. Remember, the time period from infection with HIV to diagnosis as an AIDS case is eight to ten years.
- c. The latest statistics on state and national AIDS cases are available from local and state public health agencies.

Grade

5

LEVEL:
INTERMEDIATE

GLOVES KEEP ME SAFE

OBJECTIVE:

To demonstrate the importance of using latex gloves when coming in contact with any body fluid that is not your own.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Several pairs latex gloves, thick marker, first aid or body fluid clean-up kit (see Grade 5 Handout Masters).

INFORMATION:

All health care workers wear special latex gloves to protect themselves from a patient's body fluids. This is an important personal safety practice. With the importance of universal precautions and the presence of latex gloves in first aid and body fluid clean-up kits, children are interested in how they work. This discussion and related demonstration are important in providing students an understanding of personal safety and disease.

CLASS ARRANGEMENT:

Class demonstration.

INSTRUCTIONAL STRATEGIES:

To demonstrate why health care workers and others who may come into contact with the blood or other body fluids of others wear latex gloves, do the following demonstration:

1. Ask for a student volunteer. Have the volunteer put on a pair of latex gloves.
2. Using the marker, draw a number of lines, shapes, etc. on the glove. The marker represents body fluid from another person (blood, vomit, etc.).
3. Have the student remove the gloves. Have the class observe if any markings are present on the student's hands. Ask: Why is wearing gloves important?
4. Without gloves, body fluids cannot enter the skin unless there is a break (cut or abrasion) in the skin. This break may act as an access into the body for any microbe that may be present in the body fluid. Universal precautions require covering the hands with appropriate protection like latex gloves every time a person may come into contact with the blood or other body fluids of another person.
5. Show the students the contents of the classroom or the playground first aid or body fluid clean-up kit. Ask: Why is there a pair of latex gloves in this kit?

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PRESCRIPTION PRECAUTIONS

OBJECTIVE:

To differentiate between healthful and harmful use of Over-The-Counter (OTC) drugs and prescription drugs.

LIFE SKILLS:

To discourage the use of alcohol, tobacco and other drugs, and the responsible use of prescription drugs as parts of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Crayons, construction paper (a sheet for each student).

CLASS ARRANGEMENT:

Entire class.

INSTRUCTIONAL STRATEGIES:

1. Define the term prescription drug to students. Explain that a prescription drug is a medicine that can be bought only with a physician's or dentist's written permission. Prescription drugs can be dangerous if they are not used properly. Explain to students that there are many safety rules that promote the safe use of prescription drugs.
2. Write the following list of safety tips on the chalkboard regarding prescription drugs.
 - a. Take the exact amount of the medicine as prescribed.
 - b. Never take someone else's prescription drug.
 - c. Inform your physician about other medicines you are taking.
 - d. Understand the directions for taking the medicine.

- e. Inform a physician if side effects occur.
 - f. Store medicines in a cool and dry place.
 - g. Ask when a medicine should be taken with regard to eating or drinking.
 - h. Dispose of all prescription drugs after they are no longer needed.
 - i. Know how long the medicine should be taken.
 - j. Understand what the medicine is supposed to do.
- 3. Distribute a sheet of construction paper to each student. Have each student select one safety tip and draw a picture that illustrates that safety tip. You might choose to assign safety tips to students so that they do not all select the same one.
 - 4. Have students share their pictures with the class. The class must guess what safety tip is illustrated. This activity will help reinforce safety tips for taking prescription drugs.

EVALUATION:

Erase the chalkboard and have students recall the ten safety tips that had been identified. How many of the ten did they remember?

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BLURRED VISION

OBJECTIVE:

To describe ways alcohol harms physical, mental, and social health.

LIFE SKILLS:

To discourage the use of alcohol, tobacco and other drugs, and the responsible use of prescription drugs as parts of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Slide projector, a variety of slides including those with a narrative (i.e., printing).

CLASS ARRANGEMENT:

Entire class.

INSTRUCTIONAL STRATEGIES:

1. Review some physical effects of alcohol on the body. You can play a game in which each student is to identify an effect of alcohol use. As each student takes a turn, (s)he must identify an effect of alcohol use. No effects can be repeated. Students can repeat an effect only after all effects have been identified.
2. In identifying effects of alcohol use, be sure to identify some social effects. For example, alcohol use can disrupt families and is the cause of many family breakups. Alcohol use also is involved in many acts of violence. And alcohol use can be the cause of many friendships that are broken.
3. After reviewing the effects of alcohol use, focus on one effect—the effect of alcohol on vision. Show a slide in which there is a narrative. As the show proceeds, illustrate the effects of alcohol as follows: as you announce that a viewer has had one drink, slightly turn the focus dial of the slide projector. Next, indicate that the viewer has had another drink and turn the dial again. As you announce each additional drink, turn the focus dial so that the pictures become more and more blurred. Have the students observe how reading what is on the slide becomes more and more difficult.
4. Discuss the implications of having blurred vision when trying to complete certain tasks. Have students identify certain tasks they perform and have them describe what would happen if these tasks were performed under the influence of alcohol.

EVALUATION:

Have students identify certain tasks that require their ability to see accurately. Then have them describe how they could become physically harmed if their vision were impaired because of alcohol.

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TOBACCO USE AND THE LUNGS

OBJECTIVE:

To understand the basic physiology of the lungs and unhealthy effects of tobacco use.

LIFE SKILLS:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as parts of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Handouts on the normal lung, bronchitis, emphysema, and asthma; "Smoking and Your Body" handout (see Grade 5 Handout Masters).

INFORMATION:

Smoking causes many negative health effects on your body. Quitting smoking even for 20 minutes can decrease those effects if permanent damage has not been done.

INSTRUCTIONAL STRATEGIES:

Discuss the makeup of the normal lung. Review the normal lung handout; review the handouts on bronchitis, emphysema and asthma. Ask students how tobacco use could lead to development of these illnesses. Share with students the permanent damage apparent in these illnesses; refer to chemical compound list. Review the fact sheet on quitting smoking. Invite the students to compare the permanent damage caused by smoking with the positive changes experienced by those smokers who quit. Remind students the best policy is to never start using any tobacco.

RESOURCES:

The American Lung Association of Montana, 825 Helena Avenue, Helena, MT 59601, 442-6556 and the Southwest Utah District Health Department, Utah, 1993.

Grade

5

LEVEL:
PRIMARY

HARD TO RESIST

OBJECTIVE:

To teach students that just because a product comes in a nice package does not make it healthy and beneficial to use.

LIFE SKILL:

Awareness of choices.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

One nicely wrapped package containing garbage; one plain wrapped package containing a nice prize. Handout "Advertising Techniques" (see Grade 5 Handout Masters).

INFORMATION:

Students will recognize the eight advertising techniques upon completion of this exercise. Tobacco companies spend billions of dollars to recruit 3,000 youth to smoke each day. Their techniques are very effective and have a powerful impact on young people.

INSTRUCTIONS:

Introduce the section with a discussion of the two packages. Discuss what the contents might be in each of the different packages. Have students open the two different packages. Discuss that many products are packaged in ways that attract us. Next, review advertising techniques. Review the handout and list, discuss or display examples of each. Have the students build a billboard, using the handout that will persuade people not to use tobacco products. Use at least two different advertising techniques. Review that resistance to media persuasion is a very important skill to gain. We're bombarded daily with ads that are trying to entice us to buy a particular product. Many times, as with the case of cigarettes and chewing tobacco, these products are harmful and may be marketed as safe or fun to use.

RESOURCES:

Tooele County Health Department, Utah, 1993.

LITTER HUNT

OBJECTIVE:

To raise awareness of litter in the environment.

LIFE SKILL:

To promote personal, family, and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom; outside area (school grounds or park).

EQUIPMENT/MATERIALS:

Garbage bags; one pair latex gloves per student (optional).

INFORMATION:

The people in all parts of the world, including your community, have to share the environment. Everyone must do their part in improving the environment. The school environment is one part of the community environment.

CLASS ARRANGEMENT:

Class excursion outside.

INSTRUCTIONAL STRATEGIES:

1. Draw a large bar graph on board labeled with types of litter (see Grade 5 Handout Masters).
2. Have the entire class pick up litter around the outside of the school, or at a local park. Have the students collect the litter in garbage bags (use of protective gloves is optional).
3. Bring all the trash to one area and separate the trash into piles of paper, plastic, metal, food and clothing. Count the items in each of the piles.
4. Bring the data (the counts for each pile) back to class. Fill in the bar graph in class to show how much of each type of litter the class found.
5. Ask: Which type of litter is most common? Least common? How can the amount of litter be reduced in the community? Which of the litter items do you think might cause accidents if left lying on the ground? Why do you think people litter? What will be your part in contributing to a beautiful environment?

Grade

5

LEVEL:
INTERMEDIATE

YOU GET ON MY NERVES!

OBJECTIVE:

To understand how nerves interact with the brain to send messages to the muscles of the body.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Blackboard or large chart paper; diagram of nervous system (optional).

INFORMATION:

For each second that you spend reading this paragraph, several billion bits of information are traveling through trillions of neural connections in your brain at speeds up to 250 miles per hour. The brain is a complex and mysterious object. It is two and one-half pounds of tissue and blood that serves as the control center of your body and the seat of thought. The nerves act as message carriers for the brain. The impulses that the brain produces flow through your body along the nerves, which, in turn, cause the muscles of your body to react.

CLASS ARRANGEMENT:

More than three (whole class).

SKILLS NEEDED:

Instinctual reactions.

INSTRUCTIONAL STRATEGIES:

1. Arrange the students in a circle with their eyes closed and their hands joined. Explain to the class that as soon as the person on the left squeezes his/her hand, they are to squeeze the hand of the person on their right.
2. Instruct the last person in the line of students to say "Stop!" when he/she feels the squeeze. Begin the round by silently tapping the first student in the line on the shoulder.
3. Use a stopwatch to measure the time between your tap and the "stop" signal. Record the time on the chart or blackboard.
4. Discuss what happens to send the signal around the circle. (The message travels along the nerves in your arm and spinal cord to your brain. The sensory part of your brain processes the message and sends a signal to the cerebellum with specific instructions for the muscles. These signals then travel down your spinal cord and arm to the muscles in your hand and you react.)

EVALUATION:

Repeat the procedure ten more times. Don't count a trial if you observe a student squeezing prematurely. Record the results. The time will decrease greatly at first and eventually level off. It cannot be decreased any further.

QUESTIONS

1. Why did the speed improve? (Repetition strengthens pathways in the brain - this is called learning.)
2. Why did the speed level off? (It is limited by the speed at which nerve impulses can travel to and from the brain.)
3. What is the average time required for one individual to respond? (Divide the class time by the number of students.)

RESOURCES:

O'Connor, B., The Intermediate Mailbox.

Grade

5

LEVEL:
INTERMEDIATE

How/When QUESTIONNAIRE

OBJECTIVE:

To help students identify how they feel in various situations.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

How/When Questionnaire for each student (see Grade 5 Handout Masters).

INFORMATION:

Sharing feelings toward oneself and others are explored in this activity as a means of bettering personal mental health status and total well-being.

CLASS ARRANGEMENT:

How/When Questionnaire completed individually and then discussed in pairs or triads.

INSTRUCTIONAL STRATEGIES:

1. Give each student a How/When Questionnaire. The questionnaire asks the student to identify how they feel when something happens.
2. Group the students in pairs or triads. Have them discuss each of the items and share how they felt. Discussion should relate to why such feelings are experienced at those particular times.

COOPERATION

OBJECTIVE:

To understand the effects of cooperation on relationships with friends and family.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

TEACHING FACILITIES:

Any area free of chairs, desks or other equipment.

INFORMATION:

Intra-group competition (competition within a group) has been shown to be counter productive when compared to inter-group competition (competition between two or more groups). We learn competitive instincts at an early age and tend to remain competitive in all facets of life; overindulgence in competition can be detrimental.

CLASS ARRANGEMENT:

Separate class into groups of 10 to 12 students.

INSTRUCTIONAL STRATEGIES:

When conducting this activity, be aware of any obvious distress or panic.

1. Separate class into groups of 10 to 12. Have students in each group stand in two circles with half of the group in an inner circle facing inward and half of the group in a circle just outside the first circle but facing outward. The students should be standing close enough to be almost touching.
2. Have each person raise their right hand. They are then to grab the hand of anyone not standing directly behind them.
3. Next, each student is to hold up their left hand and grab any free hand they can find as long as it does not belong to the same person as the first hand they are holding.

4. Without releasing their grips (they can rotate their grips but they cannot let go), the students are to untangle themselves from this knot.
5. The teacher may apply “knot first aid” by changing grips in case of an unnatural position or if the group cannot become untangled.
6. The goal is to untangle themselves. It should end up as one circle or two to three circles. Everyone should be holding hands.
7. Discussion after the activity should emphasize how people helped each other. If some people got competitive within the group (intra-group) did this help or hinder the process? What happens when two friends who are doing a joint project get too competitive with each other? (They usually argue, fight, not listen to each other.)

EVALUATION/MODIFICATIONS:

This exercise can be used to demonstrate cooperation in any group activity that you may use in your class. It is important to discuss differences and helping behavior rather than competitiveness. Any team sport is good analogy for using cooperation versus competition, both intra- and inter-group. This can also be discussed in the realm of getting along with family. This exercise can be also used to explain the importance of listening and communicating.

RESOURCE:

The New Games Book.

Grade

5

LEVEL:
INTERMEDIATE

THE GRIEVING PROCESS

OBJECTIVE:

To understand the process of grieving.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

People who grieve over the loss (i.e., death) of a loved one, usually someone in the immediate family, go through several distinct stages:

1. shock (not believing the person died),
2. protest and yearning (getting angry at the “unfairness” of the death and fantasizing that they can see the deceased person),
3. disorganization and despair (feelings of apathy, withdrawal from friends and family, and loss of energy), and
4. reorganization and recovery (developing a new outlook on life).

There is no time line for how long a person grieves.

CLASS ARRANGEMENT:

Group discussion, semi-circle if possible. Be ready to lend support for any student who gets too emotional (this frequently happens). Encourage group support.

INSTRUCTIONAL STRATEGIES:

Ground rules include the “right to pass” which gives each student the choice whether to discuss their grief. Any discussion is on a volunteer basis.

List the four steps of grieving on the board (or overhead). Ask for examples of what people do when they are in shock, when they are yearning for the person, etc. Ask for volunteers to talk about their own experiences and what happened to them in each stage. Discuss how it is okay not to feel bad anymore.

EVALUATION/MODIFICATION:

It is not recommended that the instructor delve deeply into a student’s feelings. It is also advisable to have the school counselor present to help lend support. The instructor should only go as far as he/she feels comfortable with discussing this topic.

Grade

5

LEVEL:
INTERMEDIATE

RELATIONSHIP ENHANCEMENT

OBJECTIVE:

To show the need for clear and understandable communication.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

A soft, round ball, eight to twelve inches in diameter (Nerf balls work great!).

INFORMATION:

Communication is a two-way process. We perceive and hear depending on what the other person says and how it is said. Many times we don't listen because we are thinking of a comeback response. If a person talks in an accusatory way, we often get defensive and try to "get back" at the person in our reply.

CLASS ARRANGEMENT:

Students sit in a semi-circle without desks.

INSTRUCTIONAL STRATEGIES:

1. Begin by tossing the ball back and forth between you and the students. Your toss should be gentle and directly at the student to whom you are throwing.
2. Next, you will toss the ball to only one student. Choose a student and, as you toss the ball to that student, start a pleasant conversation with the student. Every time you speak to that student, gently throw the ball to him/her. As the student speaks to you, he/she should do the same.

3. Pretend you take offense at something the student said. Throw the ball a little harder. If the student throws the ball back a little harder, you throw the ball at his/her feet. Continue with a more aggressive throw for three or four throws.
4. Discuss with the student how it felt when you threw the ball harder at him/her. What was his/her response?
5. Discuss with the class how communication is like throwing the ball. People will respond by how you “throw.”
6. Choose another student. This time, have the student throw the ball at you hard at the same time the student is saying something mean. In return, you say something nice and toss the ball back gently. Continue for awhile, or until the student begins to toss the ball back gently.
7. Discuss with the class how saying things in a friendlier, less aggressive manner has a tendency to soften the response people have.
8. Read the story “Love and the Cabbie” (see Grade 5 Handout Masters).

EVALUATION:

Students should be able to express the importance of communication in relationships.

RESOURCES:

Story taken from Adler, R. B. and Towne, N., Looking out, Looking in. Fort Worth: Holt, Rinehart & Winston, 1990.

Grade

5

LEVEL:
INTERMEDIATE

AGE-OLD QUESTIONS

OBJECTIVE:

To increase knowledge of and empathy for the effects of the physical aging process.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Goggles or glasses; tape; vaseline; dried peas; earplugs; extra-large pants; extra-large button-up shirt.

INFORMATION:

Students need to learn to be empathetic to changes that take place when one grows older. In addition, students need to be aware of the physical aging process that occurs to everyone. They also need to understand the difficulties and challenges that an elderly person faces each day. This activity simulates visual, auditory, dexterity, and walking impairments.

INSTRUCTIONAL STRATEGIES:

Students will be divided into teams of two children per group. One child will be assigned the role of the elderly person and the other child will be the helper. The child assigned to be the elderly person will wear glasses or goggles smeared with vaseline, earplugs, dried peas in the bottom of their shoes, and have their fingers taped together (thumb and index fingers together and the other three remaining together).

The helpers of each team will be asked to leave the room when instructions are given to the “elderly” people. The instructions for the elderly people—after they are properly outfitted with smeared goggles, earplugs, dried peas and taped fingers—are to walk to the table across the room and put on the pants and shirt. Remind the elderly people to button up their shirts!

After getting on the over-sized clothes, the “elderly” people are to walk back to the starting line.

Invite the helpers back into the room. Instruct the helpers to assist their elderly partner, but they can only do what the “elderly” partner asks them to do.

Reminders: Instructions are not to be repeated if the elderly person doesn’t understand, nor are they to be given to the helpers. The impairments are part of the simulation.

EVALUATION/MODIFICATION:

When the relay is complete, the partners may switch roles if there is enough time. A variation for the relay is having the elderly people pick up raisins inside a cup and eat them rather than dressing in over-sized clothes.

A discussion will follow the relay. Students will discuss how they felt about being physically impaired and needing help from others. Also to be discussed is how the helpers felt.

Grade
5

LEVEL:
PRIMARY

Grade

5

HANDOUT
MASTERS

SITUATIONS

Situations for the students to discuss/brainstorm (can be done one situation per sheet of paper or all situations on one sheet, depending on how the teacher wants to modify the lesson):

1. You're at someone's house for dinner and you don't like the main dish.
 2. Your last pair of clean socks are different colors.
 3. You get to school and you notice you have a hole in your pants.
 4. The family is supposed to go to dinner at Aunt May's house, and you just found out the school carnival is the same night.
 5. Someone offers you a cigarette, but you don't smoke.
 6. After ordering pizza, you realize you left your money at home.
 7. Someone stole something from your locker and you think you know who it is.
 8. You got sent to the office and you didn't do anything.
 9. You need a ride home and the pay phone just "ate" your last quarter.
 10. You locked yourself out of the house.
 11. The family wants to go to a movie, but can't decide which one to go to.
 12. You want to go to basketball camp this summer, but have no money.
-

“YOU’RE THE DETECTIVE”

PROBLEM SHEETS

Using the local phone book (including yellow pages) identify help resources for each of the following problem situations:

1. Someone is stung by a bee.
 2. Your cat needs shots.
 3. Your dad needs a lawyer.
 4. Your grandmother asks you to call a cab.
 5. You need to call your mother at work.
 6. The child you are babysitting ate a poisonous substance.
 7. There is a car accident in front of your house.
 8. A stray dog has been hanging around your home for several days.
 9. Your mother asks you to call to make a dentist’s appointment.
 10. You are unsure about the public library’s hours.
 11. Your bicycle needs a tune-up.
 12. The family needs dinner reservations.
 13. Your family has collected tin cans, plastic bottles, newspapers, glass and cardboard for recycling.
 14. Your family is travelling to grandma’s house - you need road conditions, as it has been snowing heavily.
-

How/WHEN QUESTIONNAIRE

1. How do you feel when you fail at something?
 2. How do you feel when you lose a game?
 3. How do you feel when you get turned down for a job?
 4. How do you feel when you are called on to answer a question in class?
 5. How do you feel when you are reprimanded?
 6. How do you feel when you are complimented?
 7. How do you feel when you get a bad haircut?
 8. How do you feel when you disappoint your parents?
 9. How do you feel when it rains?
 10. How do you feel when it snows?
 11. How do you feel when the sun shines?
 12. How do you feel when you cheat at something?
 13. How do you feel when you have a big problem?
 14. How do feel when you have won a prize?
 15. How do you feel when you are selected?
 16. How do you feel when you are with your best friend?
 17. How do you feel when you get hurt?
 18. How do you feel when you go to the dentist?
 19. How do you feel when you come to school?
 20. How do you feel when summer vacation comes?
-

Name: _____

ADVERTISEMENT WORKSHEET

1. Product:
 2. Description of ad:
 3. This ad appeals to what basic need or desire?
 4. What type of image is the product trying to portray (sophisticated, romantic, cool, cowboy, etc.)?
 5. Does the ad give an honest portrayal of the product? Why? Why not?
 6. What are the suggested results or outcomes of using this product? Will the suggested results be achieved? Why? Why not?
 7. List three alternatives to meet the need suggested in the ad. Could another product be substituted to meet the need? If so, what? If not, why not?
 - a.
 - b.
 - c.
-

RECOMMENDED CONTENTS FOR FIRST AID KITS

At a minimum, a first aid kit should include:

- 2 1" x 2 1/2 yards adhesive tape rolls
- 24 sterilized gauze pads 3" x 3"
- 100 3/4" x 3" adhesive bandages
- 8 2" bandage compress
- 10 3" bandage compress
- 2 2" x 6" sterile gauze roller bandages
- 3 sterile gauze pads 36" x 36"
- 3 sterile eye pads
- 2 non-sterile triangular bandages approximately 40" x 36" x 54" with 2 safety pins
- 1 rounded-end scissors
- 1 pair latex gloves
- 1 mouth-to-mouth airway

RECOMMENDED CONTENTS FOR BODY FLUID CLEAN-UP KITS

At a minimum, a body fluid clean-up kit should be able to perform the following steps and contain the following equipment:

- *Protect the person cleaning the spill.*
one pair latex gloves
- *Stabilize, isolate, and pick up the fluid spill.*
Absorbent powder to contain the liquid
Scoop or scraper to pick up the powder gel
- *Wipe up any remaining residue on student(s), floor or other surfaces.*
Two (2) absorbent disposable towels
- *Cleanse the person who spilled, the spill area and the person cleaning the spill.*
Three (3) disposable, disinfectant towelettes
- *Safely dispose of waste and clean-up materials.*
One (1) disposable plastic bag. Holds all powder and clean-up materials, including gloves.
One (1) biohazard bag. The biohazard bag is used for the disposal of wastes including the disposable plastic bag. This means of double bagging will help ensure that no contamination will be on the exterior of the bag.

SMOKING AND YOUR BODY

The following are changes your body goes through when you quit smoking:

Within 20 minutes of the last cigarette:

- Blood pressure drops to normal
- Pulse rate drops to normal rate
- Body temperature of hands and feet increase to normal

8 hours:

- Carbon monoxide level in blood drops to normal
- Oxygen level in blood increases to normal

24 hours:

- Chances of heart attack decrease

48 hours:

- Nerve endings start re-growing
- Ability to smell and to taste things enhances

72 hours:

- Bronchial tubes relax, making breathing easier
- Lung capacity increases

2 weeks to 3 months:

- Circulation improves
- Lung function increases up to 30 percent
- Walking becomes easier

1 to 9 months:

- Coughing, sinus congestion, fatigue, and shortness of breath decreases
 - Body's overall energy level increases
 - Cilia regrow in lungs, increasing ability to handle mucus, clean the lungs, reduce infection
-

ADVERTISING TECHNIQUES

Testimonial

An important person may testify that he/she has used a product. The buyer thinks, "If that person uses it, it must be good." The person may actually know nothing about the quality of the product.

Sense Appeal

Pictures or sounds are used to appeal to the senses. The buyer begins to "taste" and is motivated to buy.

Transfer

A good-looking, sociable, sexy or well-dressed man or woman may sell the product. The buyer associates the product with someone good-looking or admirable and imagines that by using the product he/she will become like that person.

Plainfolks

An ad may show an average person recommending the product, so the average buyer identifies with that person, takes the advice, and buys the product.

Romance Fantasy

White knights, green giants, skilled super athletes may be featured in a commercial. Unreal features and powers are attributed to the product but the buyer associates these powers with the product anyway.

Humor

People tend to remember or at least have a positive association with an ad that makes them laugh; when they remember the ad, they think of buying the product.

Statistics

Buyers tend to be impressed by statistics. Ads may leave out information such as who conducted the study or what kind of people were polled.

Cardstacking

Ads may give one-sided portrayals of their products. Only the beneficial aspects are mentioned, not the weaknesses.

RELATIONSHIP ENHANCEMENT

LOVE AND THE CABBIE

I was in New York the other day and rode with a friend in a taxi. When we got out, my friend said to the driver, "Thank you for the ride. You did a superb job of driving."

The taxi driver was stunned for a second. Then he said, "Are you a wise guy or something?"

"No, my dear man, and I'm not putting you on. I admire the way you keep cool in heavy traffic."

"Yeh," the driver said and drove off.

"What was that all about?" I asked.

"I am trying to bring love back to New York," he said. "I believe it's the only thing that can save the city."

"How can one man save New York?"

"It's not one man. I believe I have made the taxi driver's day. Suppose he has 20 fares. He's going to be nice to those 20 fares because someone was nice to him. Those fares in turn will be kinder to their employees or shopkeepers or waiters or even their own families. Eventually the good will could spread to at least 1,000 people. Now that isn't bad, is it?"

"But you're depending on that taxi driver to pass your good will to others."

"I'm not depending on it," my friend said. "I'm aware that the system isn't foolproof so I might deal with 10 different people today. If, out of 10, I can make three happy, then eventually I can indirectly influence the attitudes of 2,000 more."

"It sounds good on paper," I admitted, "but I'm not sure it works in practice."

"Nothing is lost if it doesn't. I didn't take any of my time to tell that man he was doing a good job. He neither received a larger tip nor a smaller tip. If it fell on deaf ears, so what? Tomorrow there will be another taxi driver whom I can try to make happy."

"You're some kind of a nut," I said.

"That shows you how cynical you have become. I have made a study of this. The thing that seems to be lacking, besides money of course, for our postal employees, is that no one tells people who work for the post office what a good job they're doing."

"But they're not doing a good job."

"They're not doing a good job because they feel no one cares if they do or not. Why shouldn't someone say a kind word to them?"

We were walking past a structure in the process of being built and passed five workmen eating their lunch. My friend stopped. "That's a magnificent job you men have done. It must be difficult and dangerous work."

The five men eyed my friend suspiciously.

"When will it be finished?"

"June," a man grunted.

"Ah. That really is impressive. You must all be very proud."

We walked away. I said to him, "I haven't seen anyone like you since 'The Man from LaMancha.'"

"When those men digest my words, they will feel better for it. Somehow the city will benefit from their happiness."

"But you can't do this all alone!" I protested. "You're just one man."

"The most important thing is not to get discouraged. Making people in the city become kind again is not an easy job, but if I can enlist other people in my campaign..."

"You just winked at a very plain looking woman," I said.

"Yes, I know," he replied. "And if she's a schoolteacher, her class will be in for a fantastic day."